



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

7050 S. 24th St., Phoenix, AZ 85042

Arizona Agribusiness & Equine Center, Inc

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### High School Achievement Profile <sup>(a)</sup>

2004-05 Highly Performing  
2003-04 Performing  
2002-03 Small School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Dr. William Ralph Torres Conley  
Schedule : 08:00 AM to 04:00 PM  
Grades : 9-12  
2005 Enrollment : 270  
Web Address : [www.aaechighschools.com](http://www.aaechighschools.com)  
Phone Number : (602) 243-8004  
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### Mission

The mission of Arizona Agribusiness and Equine Center, Inc. is to prepare young adults for excellence in academics, social responsibility, industry employability and lifelong learning. The AAEC staff is committed to excellence in education.

### No Child Left Behind

#### Adequate Yearly Progress <sup>(b)</sup>

2004-05 Met  
2003-04 Not Met  
2002-03 Not Met

#### School Improvement Status <sup>(b)</sup>

2004-05 N/A  
2003-04 N/A  
2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü Every AAEC student has the opportunity to receive concurrent high school-community college credits. Additionally, an increasing percentage of AAEC students will complete a college Associate's Degree concurrent with high school graduation.
- ü Every AAEC student will meet the minimum requirements to be admitted to a four-year post-secondary institution.
- ü To prepare students to be successful in our community academically, socially, and politically.

### Enrollment

October 1, 2004 School Year Student Enrollment : 174  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2004-05 : 172

## Instructional Programs

- ü Small Classes in Safe Campus Environment
- ü College Credit
- ü Publicly Funded - No Tuition Expenses
- ü Multiple Honors Courses
- ü Tutoring
- ü Reading Enrichment Seminar
- ü Writing Workshop

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

## Shared Responsibilities

## School

The school administration regularly sends progress reports home to update parents about their student's academic performance. These reports are intended to give a 'snapshot' of the student's progress and to avert and/or strengthen any deficiencies. We provide a semester calendar including all pertinent dates throughout the school year to keep the parents informed.

## Parents

AAEC encourages active parental participation in each student's education. Communication between the parents and the school is vitally important. Parents are asked to participate in parent/teacher conferences as requested by the AAEC Staff.

## Transportation Policy

The unique academic opportunities at AAEC draw students from the entire Phoenix Metro area. Some students travel as far as 100 miles a day to attend AAEC. Phoenix Metro regional bus passes are available to AAEC students free of charge.

## School Honors

## Awards or Special Recognition Received by the School, Staff or Students

Award/Honor	Year
ü Student Was in the Top 10% - State Math Contest	2004
ü NCA Accreditation	2004
ü Governor's Award at CARSEF	2003
ü Winner of the MCCCDC 2005 Innovation of the Year Award	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 <sup>3</sup>

## 10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	33	--	69846	100	--	100	700	--	699	17	--	21	20	--	11	60	--	49	3	--	18
All Students (Prior Year)	43	--	65934	100	--	100	482	--	492	51	--	43	28	--	18	14	--	24	7	--	15
Female	25	--	34328	100	--	99	700	--	702	18	--	19	18	--	12	59	--	51	5	--	18
Male	NC	--	35509	NC	--	100	NC	--	696	NC	--	23	NC	--	11	NC	--	48	NC	--	18
African American	--	--	3535	--	--	100	--	--	677	--	--	31	--	--	15	--	--	46	--	--	8
Hispanic	24	--	23363	100	--	100	694	--	680	19	--	32	19	--	16	62	--	45	0	--	7
Asian/Pacific Islander	--	--	1742	--	--	99	--	--	733	--	--	8	--	--	7	--	--	46	--	--	38
American Indian/Alaskan Native	--	--	4785	--	--	100	--	--	671	--	--	39	--	--	17	--	--	39	--	--	5
White	NC	--	36421	NC	--	99	NC	--	714	NC	--	12	NC	--	8	NC	--	54	NC	--	26
Students with Disabilities	NC	--	7690	NC	--	100	NC	--	593	NC	--	64	NC	--	14	NC	--	21	NC	--	2
Students without Disabilities	31	--	62220	100	--	99	702	--	712	14	--	16	21	--	11	61	--	53	4	--	20
Limited English Proficient Students	NC	--	5834	NC	--	100	NC	--	612	NC	--	46	NC	--	20	NC	--	31	NC	--	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	22	--	21421	96	--	92	691	--	686	23	--	35	23	--	15	55	--	43	0	--	7
Non-Economically Disadvantaged	11	--	48489	100	--	100	726	--	704	0	--	15	13	--	10	75	--	52	13	--	23

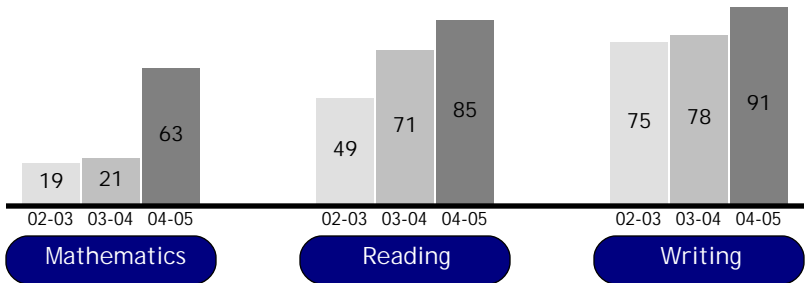
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	35	49	71311	100	100	100	722	723	694	3	5	7	13	11	21	63	64	63	22	20	9
All Students (Prior Year)	45	--	68162	100	--	100	515	--	509	4	--	18	24	--	24	64	--	51	7	--	8
Female	25	33	34899	100	100	100	722	731	700	5	3	5	9	7	19	64	66	66	23	24	10
Male	10	16	36430	100	100	100	720	709	688	0	7	9	20	20	22	60	60	61	20	13	8
African American	--	--	3573	--	--	100	--	--	676	--	--	9	--	--	26	--	--	60	--	--	4
Hispanic	25	27	24056	100	100	100	717	716	672	5	8	13	9	8	31	64	58	53	23	25	3
Asian/Pacific Islander	--	--	1731	--	--	98	--	--	717	--	--	3	--	--	13	--	--	68	--	--	16
American Indian/Alaskan Native	--	NC	5110	--	NC	100	--	NC	661	--	NC	14	--	NC	38	--	NC	46	--	NC	2
White	10	21	36841	91	95	99	732	736	713	0	0	3	20	11	12	60	74	72	20	16	13
Students with Disabilities	NC	NC	8021	NC	NC	100	NC	NC	590	NC	NC	27	NC	NC	42	NC	NC	29	NC	NC	1
Students without Disabilities	33	44	63379	100	100	100	726	732	707	3	3	5	7	5	18	67	69	68	23	23	10
Limited English Proficient Students	NC	NC	6402	NC	NC	100	NC	NC	596	NC	NC	25	NC	NC	44	NC	NC	30	NC	NC	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	23	29	22243	96	100	93	714	718	677	4	7	14	13	11	32	65	61	51	17	21	3
Non-Economically Disadvantaged	12	20	49157	100	100	100	740	732	702	0	0	4	11	13	16	56	69	69	33	19	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	35	49	70868	100	100	100	720	716	688	0	0	5	9	11	23	72	73	63	19	16	9
All Students (Prior Year)	45	--	67629	100	--	100	544	--	524	13	--	22	9	--	16	76	--	59	2	--	3
Female	25	33	34710	100	100	99	722	724	697	0	0	3	14	10	19	64	69	66	23	21	12
Male	10	16	36176	100	100	100	714	701	678	0	0	7	0	13	27	90	80	59	10	7	7
African American	--	--	3557	--	--	99	--	--	675	--	--	7	--	--	25	--	--	62	--	--	6
Hispanic	25	27	23868	100	100	100	721	717	670	0	0	9	9	13	33	68	67	55	23	21	4
Asian/Pacific Islander	--	--	1732	--	--	98	--	--	713	--	--	2	--	--	12	--	--	64	--	--	22
American Indian/Alaskan Native	--	NC	5001	--	NC	100	--	NC	661	--	NC	9	--	NC	41	--	NC	48	--	NC	2
White	10	21	36710	91	95	99	718	717	702	0	0	2	10	11	15	80	79	69	10	11	13
Students with Disabilities	NC	NC	7900	NC	NC	100	NC	NC	580	NC	NC	22	NC	NC	49	NC	NC	28	NC	NC	1
Students without Disabilities	33	44	63054	100	100	99	723	724	701	0	0	3	7	5	20	73	77	67	20	18	10
Limited English Proficient Students	NC	NC	6308	NC	NC	100	NC	NC	591	NC	NC	19	NC	NC	47	NC	NC	33	NC	NC	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	23	29	21994	96	100	92	717	716	673	0	0	10	13	14	36	70	71	52	17	14	3
Non-Economically Disadvantaged	12	20	48960	100	100	100	726	717	694	0	0	3	0	6	18	78	75	67	22	19	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

## ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Y
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	100	50	--	41	92	43	--	42	100	59	--	51
	Language	100	49	--	42	92	48	--	42	100	59	--	50
	Mathematics	100	51	--	60	92	50	--	63	100	47	--	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

## School Site Council

## Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 5 Teacher(s)
- 12 Parent(s)
- 5 Community Member(s)
- 5 Student(s)

## Council Duties

- ü Curriculum Development
- ü Parent Advisory Board
- ü School Safety Issues
- ü Extracurricular Activities
- ü Corporate and Government Partnerships
- ü Student Internships

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	10.00
Other Professional Staff	1.00	Teacher Aide	.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	0	3	1	0
4 to 6 years	0	1	0	0
7 to 9 years	2	2	0	0
10 or more years	7	1	1	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	20
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

## Resources Available at School Site

## Special Facilities

- ü Computer Commons with 150 computers
- ü Activities Center
- ü Learning Resource Center (Library)

## Extracurricular Activities

- ü Future Farmers of America
- ü City of Phoenix Youth Leadership Program
- ü Student Government - High School
- ü National Honor Society
- ü Supervised Agricultural Experiences
- ü Student Newspaper
- ü Science Research
- ü Yearbook/Prom Committees

## Social Services

- ü Counseling Services
- ü Tutoring Services
- ü Career Development Services
- ü College Advisement Services

## Indicators of Success Based on Historical Data from 2004-05

## School Achievements/Accomplishments 2004-05

- ü 86% passed the 2005 Spring AIMS Writing test. 86% passed the 2005 Spring AIMS Reading test. 61% passed the Spring AIMS Math test.
- ü South Mountain students successfully completed over 1857 community college credits in the 2003-2004 school year with a 2.92 college GPA.
- ü Over 20 South Mountain AAEC students competed around the state and locally with Science Research projects.

## Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	98	95	94	95
Transfers Out Rates <sup>5</sup>	21	12	12	17
Transfers In Rate <sup>6</sup>	25	28	28	37
Stability Rate <sup>7</sup>	79	87	87	82
Promotion Rate <sup>8</sup>	89	96	95	81
Retention Rate <sup>9</sup>	7	1	1	3
Dropout Rate <sup>10</sup>	2	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	100	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).



## School Safety

### School-level Efforts to Ensure a Safe and Healthy Learning Environment

AAEC - SM prides itself on safety and security. The entire staff, as well as the College Safety Officers, are in constant observance of student activities. AAEC - SM, located on the South Mountain community college campus which is recognized for their safe academic environment. The size of AAEC campuses alleviates the stress of a large high school and allows a closer relationship with staff, students and parents.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	William Torres Conley	(602) 243-8004
Transportation Policy	Irene Garcia-Hobbs	(602) 243-8004
Community Resources	William Torres Conley	(602) 243-8004
School Nutrition Programs	Irene Garcia-Hobbs	(602) 243-8004
Parent Organization	William Torres Conley	(602) 243-8004
Student Health/Nurse	Irene Garcia-Hobbs	(602) 243-8004

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

## DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

## Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

## Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

## Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

## Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

## Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

## Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 270 Copies = \$103.00

\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.